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ABSTRACT

The first of a series of self-instructional learning modules designed to familiarize users with Oregon minimum standards for public schools, this document includes background and expectations concerning Oregon's minimum standards and introduces the publication "Elementary-Secondary Guide for Oregon Schools: Part I, Minimum Standards for Public Schools," a 1976 State Department of Education publication. Introductory performance indicators outline the important information and competencies to be taught in the module. A study guide structures the use of the module and explains the reasons for completing each part. A reprint of "Minimum Standards for Oregon Schools: A Summary," a 1976 State Department of Education publication, presents historical background and explains the new emphasis on outcomes rather than inputs of schooling, graduation requirements, requirements for a certificate of competency, and responsibilities of local districts. A section on "Oregon Minimum Standards for Public Schools: Summaries of OARs Related to Graduation Requirements" outlines and summarizes the Oregon Administrative Rules relating to state minimum standards for graduation requirements. Topics explained include definitions, goals, accreditation, instructional planning, the instructional program, performance, attendance, electives, and responsibility for implementation. Two concluding activities help the user to define terms and verify that desired learning module outcomes have been met. (JM)

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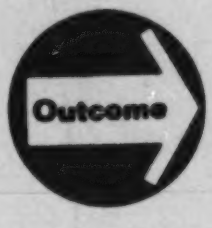

GOAL

Readers will be able to use the Elementary-Secondary Guide, Part I* to assist local districts in meeting state Minimum Standards.

PERFORMANCE INDICATORS

Upon completion of this learning module, you will be able to:

1. Use Part I to locate Oregon Administrative Rules (OARs) relating to specific information.
2. Explain what is meant by the new standards having "moved away from input factors" to "outcomes of schooling."
3. Given the terms listed below, match the appropriate definitions to the terms.

analyzing	goals
assessment	program
competency	diploma

4. Explain the difference in requirements for a diploma and a certificate of competency.
5. Determine the competency requirements for the graduating class of 1978.
6. Explain the responsibility of elementary schools for instruction toward the competencies.

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* Elementary-Secondary Guide for Oregon Schools:
Part I, Minimum Standards for Public Schools
Salem, Oregon: Oregon Department of Education, 1976.

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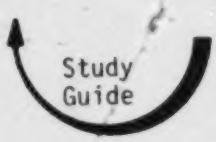

What?	Why?
1. Read Minimum Standards for Oregon Schools: A Summary*	1. For an overview of the "Why" and "How" of the new standards.
2. Refer to Elementary-Secondary Guide, Part I. Note the four major content areas: a) implementation schedule, b) definitions, c) state goals, and d) Oregon Administrative Rules.	2. To become familiar with the purpose and organization of the publication.
3. Read Oregon Minimum Standards for Public Schools - Summaries of OARs Relating to Graduation Requirements.	3. To become familiar with certain sections of the Minimum Standards.
4. Complete the matching activity.	4. To help you use Part I to define terms.
5. Complete the quiz in this module.	5. To verify that you have met the module outcomes.

* Minimum Standards for Oregon Schools: A Summary. Salem, OR: Oregon Department of Education, Reprinted, 1977.

Information

MINIMUM STANDARDS FOR OREGON SCHOOLS

A SUMMARY

Reprint

Information

Oregonians have made themselves heard about their public schools. They are a practical people, and they insist on a sound educational program for their youngsters. Oregon's new minimum standards reflect these attitudes. The standards have been set by the State Board of Education, which is given the responsibility for establishing minimum standards for public schools in Oregon, grades kindergarten through twelve. (ORS 326.051, "Board functions.")

THE WAY IT WAS. . .

While minimum standards were adopted by the State Board of Education in the first half of this century, the county school superintendents made standardization visits to local schools.

In 1947 the Oregon legislature enacted statutes giving financial assistance to local school districts from state general funds (the Basic School Support Fund). The State Board was directed not only to establish minimum standards, but also to make sure that districts met them to qualify for the state support. The Board then assigned responsibility for standardization visits to the Department of Education.

These early standards dealt mostly with the kinds of *input* schools would need in order to meet state requirements, such as the number of classroom square feet per student and the number of students per teachers.

. . .AND HOW WE GOT HERE

The standards were revised in 1966. Soon thereafter, people began to seek more accountability from their schools. They asked, "How do we know that the current standards speak to the educational results we want?" "Are schools really preparing youngsters to function in society?" "Is it possible for the State Board to set standards for all districts, regardless of size, wealth, geographic location, or community philosophy?"

The State Superintendent of Public Instruction took these questions to the people. After several years of study and review, the Board adopted new standards. They are an attempt to respond to people's concerns.

The new standards have moved away from *input* factors. Now the emphasis is on *outcomes* of schooling – what it is that we expect our students to be able to know and do as a result of their public education, and what it is that schools must do to achieve these student outcomes.

In order to clarify what the expected student outcomes will be, local administrators will need to see to it that certain activities are carried out in their districts such as: developing local goals, assessing student performance, identifying needs, and then using the acquired information to improve programs.

The standards have not overlooked traditional administrative concerns, either. For example, it is still true that the Department of Education must approve local district building plans. All teaching, counseling and media personnel must hold valid and appropriate Oregon certificates.

EXPECTATIONS: GOALS AND COMPETENCIES

One expression of student outcomes is the statewide goals adopted by the State Board in 1974. Schools must give students the opportunity to learn to function effectively in six life roles: the individual, learner, producer, citizen, consumer and family member. The new standards reinforce the life-role concept; each school's curriculum – including planning and determining the results – must be compatible with the statewide goals.

The high school graduation requirements are an important part of the minimum standards. As in the past, students must have satisfactory *credits* and *attendance* records in order to receive a diploma. Now, in addition, students must demonstrate *competence* in ten areas:

- Read, write, speak, listen
- Analyze*
- Compute
- Use basic scientific and technological processes
- Develop and maintain a healthy mind and body
- Be an informed citizen in the community, state, and nation
- Be an informed citizen in interaction with environment
- Be an informed citizen on streets and highways
- Be an informed consumer of goods and services
- Function within an occupation or continue education leading to a career

The standards emphasize the basic skills. Beginning with the graduating class of 1978, districts must determine minimum student competence in reading, writing, listening, analyzing and computing. By 1981 districts must determine student competence in all ten areas.

The standards highlight the statewide goals and graduation requirements (including basic skills) in hopes that schools will become increasingly responsive to society's educational needs. Graduating students should be prepared for the demands and challenges of adulthood.

Districts are encouraged to work closely with their communities in setting their curriculum goals, to reflect local needs and expectations.

EQUAL EDUCATIONAL OPPORTUNITIES

The standards require districts to give equal opportunities to students – both in curriculum programs and in access to school facilities – regardless of national origin, race, religion, sex, marital status, family financial condition, age and/or handicap. Students from homes where a language other than English is spoken also must be given special consideration. Avoiding discrimination gives every child a fair chance to learn.

*"Analyze" is defined in the standards as: "mental processes by which individuals identify interrelationships within an entity and develop ability to make new applications" (OAR 581-22-2001(1)

This concept is reinforced by ORS 659.150 and OAR's 581-21-045 through 049.** The Department of Education will use the standards as a means to enforce federal and state requirements for equal opportunity.

LOCAL OPTIONS

The standards define the minimum acceptable level of schooling, and set the direction for locally developed, well-rounded educational programs. Districts are encouraged to go beyond the standards whenever and however they choose.

Local districts are given a great deal of freedom to determine *how* they will meet the standards. For example, districts may allow students to earn credits and/or demonstrate minimum competencies through community service, independent study and work experience. Districts can write their own competencies and can require as many as they like. They can choose their own means of assessing student competency.

THE FORCE BEHIND THE STANDARDS

The minimum standards are enforced by law through standardization visits to local school districts and the Basic School Support Fund. Under the direction of the State Superintendent of Public Instruction, the Department of Education conducts standardization visits to all schools, scheduled over a five-year period. If, on the basis of these visits, schools are declared standard, they are entitled to state financial support. If districts remain nonstandard they lose their rights to this support.

LOOKING AHEAD

The success of the 1976 standards will depend on a unified effort by state and local educators and their communities. The State Superintendent of Public Instruction has committed Department of Education staff to work with local districts, intermediate education districts, teacher education programs and other organizations to make the standards an integral part of Oregon's educational system. The Department will hold conferences, develop guides and plan other activities to help implement the standards.

The State Board, realizing that the standards must reflect current social needs, has adopted a policy providing for review of the standards every two years.

HOW THE STANDARDS CAME TO BE

The current minimum standards have been under development since 1969. Statewide leadership has been provided by a series of three State Superintendents: Dale Parnell, Jesse Fasold and Verne A. Duncan.

The Department of Education chose to concentrate first on the graduation requirements portion of the standards. This gave the districts a chance to begin implementing the graduation requirements before the entire set of standards was adopted in December 1974.

Graduation Requirements

1. In 1969 the Department of Education, in cooperation with a marketing and research firm, surveyed Oregon's education needs by sampling opinions of students and dropouts, educators and the public.

2. The survey revealed widespread concern that the diploma had lost its credibility and that not all students were receiving training and instruction necessary to cope with the demands of a complex society.

3. The Oregon Association of Secondary School Administrators requested that the State Board consider revising graduation requirements into standards based on student performance.

4. A first draft of the graduation requirements was developed and distributed in the fall of 1971. Educators, students, business and labor leaders contributed to a much-changed second draft.

5. The graduation requirements (one portion of the minimum standards) were adopted by the Board in September 1972.

6. Six pilot school districts developed guidelines for the new graduation requirements in 1972-73, followed by a state-level workshop to synthesize these reports and develop guidelines for all districts.

7. The graduation requirements were changed somewhat, based on experience gained by the pilot districts.

Minimum Standards

1. A series of 29 public hearings and workshops was held to gain input from administrators, teachers, board members and others regarding changes in the minimum standards.

2. Drafts of the proposed standards were distributed widely for review by hundreds more interested individuals and groups. The State Board considered various drafts at eight official readings prior to adoption.

3. The minimum standards, which incorporated the graduation requirements, were adopted by the State Board in December 1974.

4. The standards, and guidelines for instructional and administrative programs, were published in a document entitled *Elementary-Secondary Guide for Oregon Schools: Prepublication Draft*, May 1975.

5. Seven school districts volunteered to pilot the standards and guidelines during the 1975-76 school year. The *Elementary-Secondary Guide* was used as a field-test instrument for standardization and advice during that year.

**ORS = Oregon Revised Statues;
OAR = Oregon Administrative Rule

Information

6. During 1975-76, meetings were held throughout the state at which proposed changes to the standards were discussed. Recommendations were received from the State Accreditation Advisory Committee, from an external review committee of educators, from the Oregon Education Association and other professional groups.

7. Based on all this input and the pilot testing during the year, the standards were given final revisions and were adopted by the State Board on June 23, 1976. (OAR's 581-21-200 through 581-22-300.)

RESOURCES

Elementary-Secondary Guide for Oregon Schools. Part I (Fall 1976) presents the minimum standards. Part II (Winter 1976-77) contains suggestions for development of instructional and support programs including purposes, program goals, characteristics of recommended programs.

For copies, contact the Documents Clerk, Oregon Department of Education, 378-3589.

Instructional television series of twelve programs describing the minimum standards. Regarding the first six in the series contact the Resource Dissemination Center at the Department of Education, 378-3566. For the remaining six programs contact the Teacher Corps Project at the University of Oregon, 686-5425.

For further information contact Bus Nance, Specialist, Minimum Standards/Graduation Requirements, Oregon Department of Education, 378-4326.

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State Superintendent
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November 1976

ORGANIZATION AND LEGAL BASIS OF THE MINIMUM STANDARDS

The Minimum Standards are found in the Oregon Administrative Rules (OAR) which the State Board of Education adopts and with which all public schools must comply. The State Superintendent of Public Instruction initiates standardization visits to public elementary and secondary schools on a regular basis and may classify a school to be Standard, Nonstandard, or Conditionally Standard (OAR 581-22-202 through 204). The standards provide criteria for classification and are discussed below.

DEFINITIONS

OAR 581-22-200, Definitions

This section of the rules defines the 38 terms used throughout the standards. While the definitions do not require any special action by local school districts, they are extremely important for interpretation.

GOALS

OAR 581-22-201, Goals for Elementary and Secondary Education

The state goals for elementary and secondary education give direction to all instruction in Oregon's public schools; these goals emphasize the outcomes of education. The rule states, ". . . that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER."

While these statewide goals, which became effective September 1, 1975, do not specify the compliance requirements for the local district, they do state that the "goals shall be implemented through the district, program and course goals of each local school district."

ACCREDITATION

OAR 581-22-202 through 206, Accreditation

These standards establish a basis and procedure for standardization visits to local districts.

INSTRUCTIONAL PLANNING

OAR 581-22-208, Instructional Planning

This standard is the foundation upon which the Oregon Department of Education built the new minimum standards. "Each local district shall adopt and implement a system of instructional program planning and assessment . . . ." Note that the local district is required to implement a system of instructional program planning and a system of instructional program assessment.

The rule then specifies in subsection 1 what the local district must do to demonstrate that they have implemented a system of program planning. Each district must adopt and implement sets of goals:

DISTRICT GOALS (contributing to achievement of state goals . . .)

PROGRAM GOALS (contributing to achievement of district goals . . .)

COURSE GOALS (contributing to achievement of program goals . . .)

This rule requires local districts to publicly identify all the outcomes of schooling for which they will be responsible. There are no subject matter or stylistic constraints on these goals other than that they should be written in terms of learner outcomes.

Subsection 2 of this standard outlines the district requirements for instructional program assessment:

SELECT the programs in which assessment is to take place;

EXAMINE the programs to determine the extent to which reading, writing and computing are either developed or applied in reaching the goals the district has adopted for such programs;

PERFORM a valid assessment of student performance on these basic skills applicable to the program;

REPORT the results to the local community.

(For more information see pages 21-26 in the Elementary-Secondary Guide, Part II.)

Subsections 3 and 4 of this standard require districts to identify program needs and to develop policies and procedures for making program improvements in the basic skills based on the assessment conducted under subsection 2.

INSTRUCTIONAL PROGRAM

OAR 581-22-218, Educational Program

Each school district in compliance with this standard shall have adopted procedures to:

IDENTIFY individual learning strengths and weaknesses;

PROVIDE learning opportunities for students responsive to needs;

DETERMINE progress students make in their educational program;

MAINTAIN student progress records and REPORT the information to parents and students.

The purpose of this standard is to ensure that all students have the opportunity to achieve "dictrict adopted learner outcomes, requirements for graduation and personal goals" within the educational environment provided by the local district.

Whereas OAR 581-22-208 requires districts to state the goals of a district, this standard requires that instruction be tailored to meet the individual needs of students.

OAR 581-22-222, Elementary Instruction Applicable to Required Competencies

Elementary districts are to provide students with "opportunities to acquire knowledge and skills applicable to minimum competencies required for graduation adopted for receiving schools." Since the original implementation of competency requirements that appeared in 1972 only required secondary schools to deal with competencies, this standard extends the responsibility for instruction toward the competencies into grades kindergarten through 8.

OAR 581-22-224, Graduation Requirements (Class of 1977)

Repealed as of June 30, 1977.

OAR 581-22-226, Graduation Requirements

Requires the completion of a minimum 21 units of credit during grades 9 through 12. See pages 8 and 9, Elementary-Secondary Guide, Part I. (This can be thought of as the first leg of a three-legged stool--see the following page.)

Subsections of this standard allow local boards to alter the number of elective credits required, and establish additional credit requirements beyond the minimum number; they also require that planned course statements be written for all courses in grades 9 through 12 and that they be available to students, staff, parents, the local board and interested citizens.

OAR 581-22-228, Diplomas and Certificates of Competency

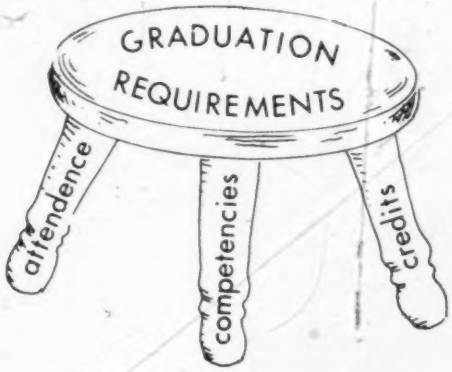
"The local board shall award a diploma upon fulfillment of all state and local district credit, competency and attendance requirements." The State Board of Education emphasizes here the unique character of competency-based education in Oregon. It should be noted that while the State Board of Education added the concept of demonstrated performance, they did not abandon the unit of credit or attendance as bases for graduation. The NASSP Special Task Force Report on Graduation Requirements* supported this point of view when it reported the following:

> "This task force believes that qualification for the high school diploma, therefore, should include verification by course and by competency. The use of both approaches strengthens the measurement

* National Association of Secondary School Principals, 1975.

process and adds authenticity to the diploma. Competency measures should be used to document completion of courses and programs. Together they make the evaluation picture complete."

As an illustration of this combination of competency, credit and attendance requirements for graduation, the Oregon Department of Education compares this system to a three-legged stool:



Subsection 2 of this standard allows local boards to grant certificates of competency to students "having met some but not all requirements for the diploma and having chosen to end their formal school experiences." According to the NASSP Task Force:

"For the nongraduate, these certificates should be seen as an interim record of progress. By receiving something rather than nothing upon leaving school, the student may be encouraged to return to complete his education. The task force strongly endorses the concept that phasing in and out of formal schooling may be a positive experience for some students, especially if they are encouraged by schools to return and complete requirements for the diploma."

PERFORMANCE

OAR 581-22-231, Performance Requirements for Program Completion

This rule is the second "leg of the stool" and is the heart of the competency movement in Oregon. (See page 9, Elementary-Secondary Guide, Part I.)

Although the State Board specified the areas of required competencies, it is the local board that must identify and adopt the specific minimum competencies it will require for graduation. Furthermore, this standard requires the local district to provide "necessary instruction" for students in order to meet and demonstrate these competencies. The local district is then required to "identify the performance indicators used for competency verification."

The third subsection of this standard allows local districts to alter performance indicators and to waive or substitute competencies in unique cases to accommodate special needs and abilities of individual students.

ATTENDANCE

OAR 581-22-232, Attendance

This is the third, and final leg of the stool. Beginning with grade one, 12 years of planned educational experience is required. Districts, however, may adopt policies of early or delayed completion of all state and local program, credit and performance requirements. Districts are encouraged to introduce flexibility into the attendance requirement as long as the "age and maturity of students, access to alternative learning experiences, performance levels, desires of parents or guardians, and local board guidelines" are considered.

ELECTIVES

OAR 581-22-234, Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums

This standard encourages local districts to develop elective offerings that provide students opportunities to earn a minimum of ten elective units of high school credit although districts may reduce that number. The standard does require that the electives offered "be structured in terms of identified student needs for diverse experiences in vocational, scientific, fine arts, modern language and humanities education."

RESPONSIBILITY

OAR 581-22-236, Local District Responsibility for Implementation

The first subsection of this standard requires school districts to "establish the minimum competencies and performance indicators beginning with the graduating class of 1978." While school districts may implement all the competency areas for graduation earlier, the state is allowing a gradual phasing-in of the competencies. Competencies in reading, writing, speaking, listening, analyzing and computing must be certified for graduation with the class of 1978. Certification of all the other competencies areas mentioned in OAR 581-22-231 must begin not later than with the graduation class of 1981. The original mandate of the new graduation requirements of 1972 required that all competency areas be implemented with the class of 1978. However, because of the complexities in implementing this new program, local districts are being allowed to implement on a gradual basis.

Additional OARs 581-22-238 through 581-22-300 cover areas related to: ADMINISTRATION, STUDENT SERVICES, STAFF & CLASS LOAD, MEDIA & MATERIALS, FACILITIES, SAFETY, AND AUXILIARY SERVICES.

Activity

Using the definitions section of the Elementary-Secondary Guide, Part I, match the following terms and definitions by placing the correct letter in the left hand column.

_____ 1.	A statement of desired student performance representing demonstrable ability to apply knowledge, understanding and/or skills assumed to contribute to success in life role functions.	A. Program
_____ 2.	Mental processes by which individuals identify interrelationships within an entity and develop ability to make new applications.	B. Goals
_____ 3.	Activities designed to secure and organize information describing student performance in specified subject matter at a given time.	C. Diploma
_____ 4.	The document a local unified or union high school district issues attesting to the holder's having: a) demonstrated minimum competencies the local board has adopted for graduation; b) completed requirements for earning the Board's 21 units of credit; c) student has met attendance requirement.	D. Competency
		E. Analyzing
_____ 5.	A planned series of interdependent activities or services contributing to the attainment of a common goal or set of goals.	F. Assessment
_____ 6.	Statements of desired learner outcomes at various instructional levels (district, program, course).	

ANSWERS

D - 1
E - 2
F - 3
C - 4
A - 5
B - 6

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Activity

QUIZ

Answer the following True or False questions by placing a T or F before each statement.

_____ 1. Input factors are those factors which emphasize what it is that we expect our students to be able to know and do as a result of their public education.

_____ 2. A "Certificate of Competency" is a certificate which a local district issues to students who have met all graduation requirements. Elementary-Secondary Guide, Part I, OAR 581-22-228.

_____ 3. According to the implementation schedule in Part I of the Elementary Secondary Guide, school districts shall certify attainment of all competencies beginning with the graduating class of 1978. Elementary-Secondary Guide, Part I, Implementation Schedule, page 3.

_____ 4. Districts are required to implement goals at three levels:

District goals
Program goals
Course goals

Elementary-Secondary Guide, Part I, OAR 581-22-208

_____ 5. In the 1972 standards only secondary schools were required to deal with competencies. Present standards extend the responsibility into grades kindergarten through 8. Elementary-Secondary Guide, Part I, OAR 581-22-222.

Fill in the following blanks, either by recall of information or reference to Part I of the Elementary-Secondary Guide.

6. Each student is required to earn _____ (number of) credits in grades 9 through 12. Elementary-Secondary Guide, Part I, OAR 581-22-226.

7. Planned course statements consist of a course title, a course overview, course goals and where appropriate, minimum competencies. Planned course statements must be written and available to students, staff, parents, local board and interested citizens for grades 9 through 12 by _____. Elementary-Secondary Guide, Part I, OAR 581-22-226.

ANSWERS

F 1. Input factors are things like buildings, books, teachers, money, etc. The new standards have moved away from imput factors as a major criterion to student outcomes.

F 2. The "Certificate of Competency" may be given to those who do not meet all of the competencies. A diploma is given to those students who meet requirements in all areas: units of credit, attendance, competencies.

F 3. Districts must certify attainment only of competencies to read, write, speak, listen, analyze and compute by 1978. The additional seven areas shall be certified with the graduating class of 1981.

T 4.

T 5. Elementary districts are to provide students with "opportunities to acquire knowledge and skills applicable to minimum competencies required for graduation adopted for receiving schools."

6. 21

7. 9-1-77